



Collaboration
and
Teaming

Building Effective Teams

Session 4

SpecialQuest

Multimedia Training Library

*Supporting Infants and Toddlers with Disabilities
and Their Families in Inclusive Settings*

Developed by

The Hilton/Early Head Start Training Program

California Institute on Human Services | Sonoma State University



SESSION
4



Building Effective Teams

SESSION

4

Facilitator's Planning Worksheet



2 hours total

Building Effective Teams

Learning Outcomes

- ♦ *Participants will discuss the benefits of teaming and collaboration in community programs to provide services for infants and toddlers with disabilities and their families.*
- ♦ *Participants will identify guidelines for effective teamwork in their programs and communities.*
- ♦ *Participants will identify their contributions to the team and what they need from other team members.*

Agenda	Length	Facilitator
Introduction and Overview	5 minutes	
Agree on Ground Rules	5–10 minutes	
Teaming and Collaboration	25 minutes	
View DVD: <i>Teaming to Make a Difference</i>	12 minutes	
Large-Group Discussion	13 minutes	
Why Team? Brainstorm and Discussion	10 minutes	

Icon Key



Chart



Note



Handouts



DVD



Key Point

Agenda	Length	Facilitator
Team Development: Characteristics of Effective Teaming	20 minutes	
Individual Reflection	<i>5 minutes</i>	
Large-Group Discussion	<i>15 minutes</i>	
Team Development: Developing Team Guidelines	20 minutes	
Small-Group Activity	<i>15 minutes</i>	
Large-Group Share-Back	<i>5 minutes</i>	
Team Development: What I Bring/What I Need	20 minutes	
Individual Reflection	<i>5 minutes</i>	
Small-Group Discussion	<i>15 minutes</i>	
Wrap-Up	5 minutes	
Reflections/Continuous Improvement	5 minutes	

Facilitator Team

 Name/Family Voice

 Name/Early Care and Education Voice

 Name/Early Intervention Voice

Presentation

 Date/Time

 Location

 # of Participants

What you will need:

**Equipment:**

- ☐ LCD/DVD/Monitor

**DVD:**

- ☐ *Teaming to Make a Difference*

**Charting Equipment:**

- ☐ Flip chart and markers
- ☐ Masking tape or pins

**Handouts (English/Spanish):**

- ☐ #1 Learning Outcomes
- ☐ #2 Acknowledgements: *Teaming to Make a Difference*
- ☐ #3 Guided Viewing: *Teaming to Make a Difference*
- ☐ #4 Creating an Effective Team
- ☐ #5 What I Bring to My Team/What I Need from My Team

Important Considerations

Teams that work together within agencies or across agencies should attend this session and participate together. This session is intended for teams that work together on an ongoing basis.



Building Effective Teams



Building Effective Teams

SESSION

4

Facilitator's Script



2 hours total

Building Effective Teams



5 minutes

Introduction and Overview

Welcome to our training session on “Building Effective Teams.”

My name is _____. I represent the voice of _____ (family, early intervention, early care and education). Facilitating with me today are _____ (name/voice) and _____ (name/voice).



Facilitators briefly introduce themselves and describe the unique background and experiences they bring to this session.

Today, we’re going to discuss working together as teams to best serve infants and toddlers with disabilities and their families. As our training team illustrates, we believe collaboration among team members is critical to providing effective services to infants and toddlers with disabilities and their families. Teaming enhances the expertise available while lessening the workload of any one individual.

Teaming requires that we agree on the norms for our team and spend time planning how we will work together.

Building Effective Teams

In early care and education programs, there are a variety of teams serving young children with disabilities and their families, including teams for the individualized family service plan (IFSP) and local community collaboration groups. That's why we asked you to come as teams to this session. All teams, no matter how new or how experienced, must spend time on their teaming relationship if they are to succeed.

Time and attention are necessary to develop and maintain all relationships. Teaming may take place on a variety of levels within a program or across programs in a community. Everyone working with children with disabilities and their families must work as a team to ensure coordinated services.



Add participant introductions/openers, as needed.

Review Learning Outcomes and Agenda.

See Facilitator's Guide.

Learning Outcomes



Handout #1: Learning Outcomes

The learning outcomes for this session are:

- ♦ *Participants will discuss the benefits of teaming and collaboration to provide services for infants and toddlers with disabilities and their families in community programs.*
- ♦ *Participants will identify guidelines for effective teamwork in their programs and communities.*
- ♦ *Participants will identify their contributions to the team and what they need from other team members.*

Agenda

Agree on Ground Rules

Teaming and Collaboration

- View DVD: *Teaming to Make a Difference*
- Large-Group Discussion

Why Team? Brainstorm and Discussion

Team Development: Characteristics of Effective Teaming

- Individual Reflection
- Large-Group Discussion

Team Development: Developing Team Guidelines

- Small-Group Activity
- Large-Group Share-Back

Team Development: What I Bring/ What I Need

- Individual Reflection
- Small-Group Discussion

Wrap-Up

Reflections/Continuous Improvement



5–10 minutes



Agree on Ground Rules

See Facilitator's Guide.

Chart and post ground rules.



25 minutes total



12 minutes



Teaming and Collaboration

View DVD: *Teaming to Make a Difference*

Handout #2: Acknowledgements: *Teaming to Make a Difference*

Handout #3: Guided Viewing: *Teaming to Make a Difference*

This DVD, *Teaming To Make a Difference*, was produced by the Hilton/ Early Head Start Training Program in 2001. Please take out your Guided Viewing Handout #3 to record your observations. The people in this DVD give specific examples of four skills necessary for successful teaming and integration of services for infants and toddlers with disabilities and their families:

- ♦ *Listening*
- ♦ *Sharing*
- ♦ *Supporting*
- ♦ *Creating*



Start DVD: *Teaming to Make a Difference* (11 minutes)



13 minutes

Large-Group Discussion

Take a couple of moments and think about what you would say if you were being filmed. Think about specific examples for each one of those skills.



How would you communicate your skills as someone who listens, shares, supports, or creates?



Add any of the following key points not mentioned by the group:

- ♦ *Listen: be open-minded, welcome new ideas, listen to families venting concerns, reassure, let them know it's okay, empower, get on the same page*
- ♦ *Share: work as a team, think of the best interests of the child and family, keep eyes open, okay to have different opinions, give back and share with others, be confident in sharing*
- ♦ *Support: learn from others, parent-to-parent and the ripple effect, empower, family network of support, joint visiting*
- ♦ *Create: stand behind the staff and environment you provide, develop the steps, mentor and evaluate, minimize paperwork, streamline for families, help families achieve outcomes with support from other agencies, work with one child and family at a time, just start, just do it*

Each child and family has unique strengths and needs. Team membership will vary to reflect these differences. To make the most of a team's diversity, we all need strong skills in teamwork. This will allow us to provide effective, coordinated services to infants and toddlers with disabilities and their families.

*10 minutes*

Why Team?

Brainstorm and Discussion

More and more infants and toddlers with disabilities are receiving services in natural environments with typically developing peers. Inclusion has many benefits for infants and toddlers and their families, as well as for programs, but it also brings challenges. Inclusion requires planning and coordination with families, within programs, and with community partners. Team members must work collaboratively and use appropriate community resources to support young children with disabilities and their families.

Families are the core of the team, and they bring important contributions to the group. When they have information, resources, and support, families can assume leadership roles for their child and family. In addition, team decision-making is required by Individuals with Disabilities Education Act (IDEA) regulations and Head Start Performance Standards to ensure collaboration among individuals working with infants and toddlers with disabilities and their families.

Consider the benefits of teaming. We'll discuss these after you have a few minutes to think.



Allow participants 2 minutes to reflect.



What benefits of teaming have you experienced?



Add any of the following key points not mentioned by the group:

- ♦ *Working with infants and toddlers with disabilities and their families requires a team approach—no one person can do it all.*
- ♦ *A team approach is mandated by early intervention, Part C, and other early care and education systems, such as Head Start.*
- ♦ *Infants and toddlers with disabilities and their families need the support from the team providing care and services.*
- ♦ *Teaming ensures that families have the services they need in a coordinated way.*
- ♦ *Learning new skills to implement in your program is much more likely to result in sustainable change when teams support each other in the implementation.*
- ♦ *Teamwork is a skill that translates into a variety of situations—family, work, social groups, etc.*

What we'd like you to accomplish in the 3 activities over the next hour is to explore aspects of teaming that will support you and your team members to provide coordinated services to infants and toddlers with disabilities and their families.

First, you will explore some of the characteristics of effective teams, based on your collective experiences. Then you will apply these characteristics to develop guidelines for how you want the teams you work on to function. The final activity is designed to assist team members in identifying their strengths and contributions to their team.

It will help to identify what individual team members need from one another so that the team can function most effectively.

These discussions will assist teams in building on the strengths within their group and creating supports to enable everyone to continuously improve his/her performance.



20 minutes total



5 minutes



Team Development: Characteristics of Effective Teaming Individual Reflection

Handout #4: Creating an Effective Team

We work as team members in a variety of situations throughout our lives. Think about a successful team you have been a part of. It could be a baseball team, a church group organizing a bake sale, a job-related team, or any team where you worked with others to accomplish a goal. It can be a small activity or a large one. Take 2 or 3 minutes to think about what characteristics of the team made it successful. Write those characteristics in the **left-hand column** of your handout.



Allow 2–3 minutes for participants to record their thoughts.



15 minutes



Large-Group Discussion

What characteristics did you find that contributed to a team's success?



Add any of the following key points not mentioned by group:

Effective teams...

- ♦ *Share a common goal or purpose*
- ♦ *Feel passionate about and really want to achieve the common purpose*
- ♦ *Adapt individual efforts to ensure that the group effort is on target*
- ♦ *Encourage, inspire, respect, and compliment fellow team members*
- ♦ *Draw a wide variety of strengths from team members*
- ♦ *Practice together so they learn to coordinate their efforts*
- ♦ *Understand and follow rules and guidelines*
- ♦ *Communicate ideas, suggestions, questions, and concerns*



20 minutes total



15 minutes

Team Development: Developing Team Guidelines

Small-Group Activity

Let's look at the characteristics of effective teams you just identified. The purpose of this next discussion is for your team to think through how you will work together as a team. You will have 15 minutes to develop the characteristics you want your team to have as you work with infants and toddlers with disabilities and their families.

As you identify what characteristics you want to have as you work together, write them in the right-hand column of your worksheet. These may serve as guidelines for your team interactions. Select someone to share one of your teaming guidelines with the large group when we come back together.



Facilitators may want to have examples of teaming guidelines as a backup if participants need additional support. Examples include:

- ♦ *Acknowledge my own expertise and areas of weakness*
- ♦ *Trust that each team member is doing his/her best*
- ♦ *Support each other to balance our personal and professional lives*
- ♦ *Validate each other's efforts*
- ♦ *Make time to celebrate our accomplishments*
- ♦ *Have fun; work hard*
- ♦ *Stay on time and on task*

*5 minutes*

Large-Group Share-Back

Please share one of your teaming guidelines. We have 5 minutes.

We hope that you will use the guidelines that you have developed today to enhance your teaming within your programs and in your communities. When you attend to your team process and relationships, you facilitate coordinated services to young children and their families.

**20 minutes total**

Team Development: What I Bring/What I Need

Each team member brings a unique personal style and set of experiences that contribute to the success of the team's efforts.

Each person needs to think about his/her personal contributions and those of the other team members. In addition, team members need to know how to best support each other within their team. We must also consider the behaviors and characteristics each of us must adopt to become members of a collaborative team.

*5 minutes*

Individual Reflection

Handout #5: What I Bring to My Team/What I Need from My Team

Please find Handout #5 and use it to record your reflections in the next activity. In the **left-hand column** of the worksheet called "What I Bring to My Team/What I Need from My Team," write the unique characteristics, strengths, skills, experiences, or areas of expertise you bring to your team. Take about 5 minutes to consider and write down your ideas.



Allow 5 minutes for participants to record their thoughts.

In the **right-hand column**, write the areas in which you feel you need support from the team to perform at your best. Take about 5 minutes to think about and write down your ideas.



Allow 5 minutes for participants to record their thoughts.

By considering our individual strengths and needs and by sharing them with one another, team members become more aware of and sensitive to one another, and the team becomes stronger.



15 minutes

Small-Group Discussion

In your teams, take 15 minutes to discuss what each of you brings and needs. Make sure each team member has time to share.



5 minutes

Wrap-Up

Today, we discussed the importance of teaming to include infants and toddlers with disabilities and their families in your programs and communities. You identified the characteristics of effective teams and those we want to apply to your teams. You also examined what each person brings to your teams and what you need to be most effective. By knowing what each team member contributes, and by responding to your teammates' needs, team members are able to support one

another in their common effort—the inclusion of infants and toddlers with disabilities and their families.

Do you have any questions about today's session?



Review Learning Outcomes.

See Facilitator's Guide.



5 minutes

Reflections/Continuous Improvement

We would like to give you an opportunity to think about how this session applies to your work situation. Please take a few minutes and list 2–3 strategies you can start to use right away.



Gather Continuous Improvement feedback.

See Facilitator's Guide.

Your suggestions for improvements help us to make our sessions responsive to your needs as learners. We'd like to hear about what worked for you in this session and what could be done to facilitate your learning.



Divide a piece of chart paper into two columns, as shown.
Entitle one column **“What worked?”** and the other column **“Suggestions for improvement.”**

What worked?	Suggestions for improvement



Chart participants' comments without rebuttal or discussion.
Facilitators can act on these suggestions, as appropriate, in future training sessions.



What worked for you today?

What suggestions for improvement do you have?

Thank you for your participation today.

End training session



Learning Outcomes

- ◆ *Participants will discuss the benefits of teaming and collaboration to provide services for infants and toddlers with disabilities and their families in community programs.*
- ◆ *Participants will identify guidelines for effective teaming in their programs and communities.*
- ◆ *Participants will identify their contributions to the team and what they need from other team members.*



Session 4 Handout #1



Teaming to Make a Difference

Acknowledgements

We would like to acknowledge the following individuals and programs for their incredible contributions in the development of this DVD. The “Teaming To Make a Difference” DVD was produced by Joan E. Porter and Gary Christian Film and Video in collaboration, with the Hilton/Early Head Start Training Program in 2002. Many families and service providers across the country participated in the videotaping and interviews, while others offered us the help and hospitality that enabled the project to come together. Our sincere appreciation is extended to each of them and their families and colleagues behind the scenes:

- ◆ *Cathie Allport, Director, Infant Parent Program and Early Head Start Disabilities Coordinator, Child Development Resources, Norge, Virginia*
- ◆ *Children, Families, and Staff, 41st Street Early Head Start, Neighborhood House Association, San Diego, California*
- ◆ *Children, Families, and Staff, Child Development Resources, Norge, Virginia*
- ◆ *Children, Families, and Staff, Early Head Start of Beaver County, New Brighton, Pennsylvania*
- ◆ *Children, Families, and Staff, Graham Windham Early Head Start, Bronx, New York*
- ◆ *Children, Families, and Staff, Grand Street Settlement Early Head Start, New York City, New York*
- ◆ *Children, Families, and Staff, Miami-Dade Head Start, Homestead, Florida*
- ◆ *Children, Families, and Staff, Port Gamble S’Klallam Head Start, Kingston, Washington*
- ◆ *Children, Families, and Staff, Redlands Christian Migrant Association, LaBelle, Imokalee, and Wauchula, Florida*
- ◆ *Barbara Fielding, Head Start Director, Neighborhood House Association, San Diego, California*
- ◆ *Corinne Garland, Executive Director, Child Development Resources, Norge, Virginia*
- ◆ *Sonya Gonzales-Cruz, Director, Grand Street Settlement Early Head Start, New York City, New York*
- ◆ *Gina Guarneri, Program Specialist, Infant Development Program, Sacramento County Office of Education, Sacramento, California*

Session 4 Handout #2



- ◆ *Jacki Haight, Director, Early Childhood Program, Port Gamble S'Klallam, Kingston, Washington*
- ◆ *Ann Herbruck, Early Head Start Director, Early Head Start of Beaver County, New Brighton, Pennsylvania*
- ◆ *Ellie Valdez Honeyman, Parent and Trainer, Hilton/Early Head Start Training Program Trainer, Arvada, Colorado*
- ◆ *Joanne Jaucian, Head Teacher, Grand Street Settlement Early Head Start, New York City, New York*
- ◆ *Barbara Mainster, Executive Director, Redlands Christian Migrant Association, Imokalee, Florida*
- ◆ *Damón Manning, Director, Early Head Start, Child Development Resources, Norge, Virginia*
- ◆ *Charles Maricle, Parent, New Brighton, Pennsylvania*
- ◆ *Carolyn Markesich, Executive Director, Head Start of Beaver County, New Brighton, Pennsylvania*
- ◆ *Karen Martin-Eliezer, Director, Graham Windham Early Head Start, Bronx, New York*
- ◆ *Rosa Martinez, Parent and Family Support Specialist, Early Head Start, Redlands Christian Migrant Association, Imokalee, Florida*
- ◆ *Terry Mauck, Director, Tiny Tot Child Development Center, New Brighton, Pennsylvania*
- ◆ *Jennifer Milne, Home Visitor, Early Head Start of Beaver County, New Brighton, Pennsylvania*
- ◆ *Jane Robinson, Executive Director, Miami-Dade Head Start, Miami, Florida*
- ◆ *Patti Schroeder, Service Coordinator/Nurse, Holly Ridge Developmental Center, Bremerton, Washington*
- ◆ *Cindy Straub, Early Intervention Developmental Specialist, Tiny Tot Child Development Center, New Brighton, Pennsylvania*
- ◆ *Justine Strickland, Director, East River Child Development Program, New York City, New York*
- ◆ *Hanan Sukkar, Teacher, 41st Street Early Head Start Center, Neighborhood House Association, San Diego, California*
- ◆ *Matilde Vasquez, Early Head Start Disabilities Specialist and Social Services Coordinator, Graham Windham Early Head Start, Bronx, New York*
- ◆ *Joy Wickers, Assistant Disabilities Coordinator, Miami-Dade Head Start, Miami, Florida*

Session 4 Handout #2



Guided Viewing: *Teaming to Make a Difference*

As you view the DVD, make note of specific examples described that relate to each skill. Also, note ways you have used these skills to support teaming.

Skills for Successful Teaming	Examples from the DVD	My Examples
Listening		
Sharing		
Supporting		
Creating		

Session 4 Handout #3



Creating an Effective Team

What makes a successful team?	How will your team work together?
Think about a successful team that you know or have been part of. Describe characteristics of the team, including its strengths.	Identify those elements you would like to incorporate into your work together as a team.

Session 4 Handout #4



What I Bring to My Team/What I Need from My Team

Each person should complete this form individually.

<i>What strengths do I bring</i> that will help me and my team provide services to infants and toddlers with disabilities and their families?	<i>What do I need</i> from my team members so that I can do my best and my team can accomplish its goals?

Session 4 Handout #5